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SECONDARY EDUCATION FOR DISADVANTAGED URBAN YOUTH

A Colloquy

FRANKLIN PATTERSON

Editor

Prepared for

The Task Force on Secondary Education for Disadvantaged Urban Youth
Advisory Council on Secondary Education
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A Colloquy

Task Force on Secondary Education for Disadvantaged Urban Youth

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Edmund Gordon
Jean D. Grambs
Jacob Landers
Joseph O. Loretan
Frederick McLaughlin
A. Harry Passow
Frank Riessman
Franklin Patterson, Chairman

Advisory Council on Secondary Education

of the

Association for Supervision and Curriculum Development

April 1964

Introduction

Two related and vital struggles of America in our time are the war against poverty and the battle for equal civil rights for all. One of the great arenas where these two struggles are joined is to be found in the cities of our nation. The issues -- political, social, and economic -- are posed with especial sharpness in the inner city itself.

In the inner city one finds the results of massive migration of the rural poor and of nonwhites into the metropolitan slums, a migration which has greatly accelerated in the past decade. One finds signs of the enormous exodus of middle-class familes who have left for suburbia, turning their backs on the fiscal and social problems of the inner city. One finds pockets of the most severe poverty and decay, the rise of institutionalized state public welfare, and increasingly chronic unemployment. Among the inner city slums, one finds an accumulation of political and social alienation from the rest of American society which exhibits itself in an eerie combination of apathy and fury.

Every urban center in America is witness to these things and to much more. And in virtually every urban center the schools today find themselves besieged by circumstances which arise from the social upheaval through which urbanism is going and from the twin spectres of poverty and civil inequality. The schools of the city see this most harshly in terms of the adolescents of the inner city, the children of the urban poor. These are youth, many of them nonwhite, whom the society and its schools in the inner city are failing. These are boys and girls who, in too many cases, find the schools irrelevant and somehow deeply

of withdrawal and aggression. These are youth whose reaction to the "outcast" role sometimes takes the form of savage aggression against their environment. More often, the reaction of such youths is withdrawal, exhibited in the form of apathy, slowness, repeated failure, and general rejection of what the school proposes as proper for them. It is these youngsters more than any others who have tended to be prejudged by group intelligence tests which are culture-bound and imprisoned by out-of-date dogma about the fixed nature of intelligence and the predetermined pattern of individual development.

In looking at secondary education and disadvantaged urban youth, we are looking at young people who are unwittingly caught in a conflict of interests between those who have and those who have not. Patricia Sexton has commented of this conflict that:

> It is seen in a dimmer but more explosive form in the city itself where have-nots, mainly Negroes, are pressing demands for school equity. Class lines are somewhat redrawn within liberal city governments and school systems. Negro demands give the illusion that the issue is strictly racial although, in fact, the educational and political interests of white have-not and liberal leadership groups run parallel and converge, converge more often than they diverge.**

Patricia Sexton is one of many social scientists deeply concerned about the schools of the inner city and the children in them. It is clear to all social scientists and schoolmen who consider the circumstances that energizing influences for the improvement of urban education must come both from the community and from within the schools. Sexton suggests that:

** Patricia Cays Sexton, "City Schools," in "Urban Revival: Goals and Standards," The Annals of the American Academy of Political and Social Science, March, 1964, p. 95

rejecting. These are the youth, by the hundreds of thousands, who are leaving the secondary schools of the inner city by the nearest exit as soon as possible. For the great part, they exit to find themselves unemployed and, as things are developing technologically, eventually unemployable. These are the urban disadvantaged youth who were inventoried by James Bryant Conant as our dangerous, growing stock-pile of social dynamite.

It is these youth, and their schools and social setting, that occupy the attention of the Task Force on Secondary Education for Disadvantaged Urban Youth, brought into being by the Advisory Council on Secondary Education of the Association for Supervision and Curriculum Development.

In no other group of children and youth are the factors of self-concept and self-esteem more critically crucial to their role as learners and citizens. We are all too often unaware of what Thomas Pettigrew calls "the subtle cultural cues which tell disadvantaged children that they don't count and that good school grades and high IQ scores are middle-class roads to success, not theirs." *

The characteristic reactions of disadvantaged youth to the role of "outcasts" to which they are assigned are familiar. In a relatively few remarkable cases such youngsters react by trying all the harder to meet the educational and social standards of the middle class proposed for them by the schools. And, even more remarkably, some of these few succeed. But more, by far, fall into reaction patterns

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* Letter from Thomas F. Pettigrew, Lecturer in Social Psychology, Harvard University, Cambridge, Massachusetts, to the author, January 30, 1964

> Inside the schools, the break-through might come from such sources as: (1) massive enlargement of college opportunities through the introduction of new funds or new methods of teaching; (2) technological innovation in public school, especially educational television; (3) the unionization of teachers and the arousal of the professional group with the greatest stake in improved schools (organized teachers, it has been demonstrated in New York City, can have an electric effect on the schools, attracting qualified teachers through improved salaries and working conditions, reduced class size, improved curriculum, and quality of school administration and instruction); (4) decentralization of city school systems to encourage greater participation of have-nots and clear and closer channels of communication. ***

Equally specific suggestions for change within the school, some of quite a different nature, some from a variety of sources. To consider such suggestions and to raise new possibilities, it was thought by the Advisory Council on Secondary Education that it would be desirable for the ASCD to bring together the Task Force whose discussion is recorded in the following pages. It was thought that if a break-through in the closed circle of poverty, ignorance, and discrimination is to come, it may be stimulated by the kind of colloquy of school people and others reported here.

At the colloquy, the Task Force undertook three responsibilities for ASCD. The first of these was to examine urban conditions that affect the lives and education of disadvantaged secondary school youth. This was the principal concern of Phase One of the discussion which was held on the afternoon of Febrary 28, 1964. In its second phase that afternoon, the task force undertook to discuss priority needs for improving the secondary school curriculum of urban disadvantaged youth. In its third phase, the task force asked itself what specific things ASCD might be

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*** Ibid., p. 105

able to do to help curriculum improvement occur in connection with the secondary education of disadvantaged urban youth.

In a sense, the colloquy around these three areas of concern, and the manner or reporting it here, constitute something of an experiment. It was our thought that it might be productive if several people who have been deeply engaged with questions of urban adolescent development and education were to spend an afternoon in a structured discussion, with the proceedings of the afternoon kept verbatim and reproduced for others who are interested in the same problem area to read and use. We can only trust that the experiment has been modestly successful. It will be up to the reader, of course, to decide whether or not this is so.

In any case, the colloquy is recorded here just as it happened on a February afternoon. It suffers because none of us speaks prose as smoothly organized as the written composition one is able to put together at one's desk. On the other hand, the flow of discussion here suggests many leads and reflects certainly some of the realistic, primary concerns of a group whose members have had substantial experience in school operation and social research.

On behalf of ASCD and the Advisory Council on Secondary Education, I wish to thank each of the persons who participated as members of the task force or as observers on the afternoon of February 28, 1964. These were professional people who generously took an afternoon to face together certain matters of moment which need all the care and insight we can bring to them. I am grateful also to Miss Lee Malaguti, who undertook the careful preparation and duplication of this report on a forced-draft schedule. All of us hope that the colloquy may be of use to others.

Franklin Patterson, Chairman, Advisory
Council on Secondary Education, Association
for Supervision and Curriculum Development
Lincoln Filene Center of Citizenship
and Public Affairs, Tufts University

Medford, Massachusetts
30 March 1964

Colloquium: Phase I

THE URBAN CONDITION

What are the conditions of urban life that relate most significantly to disadvantaged youth and secondary education?

A Colloquium on Secondary Education for Disadvantaged Urban Youth, sponsored by the Advisory Council on Secondary Education of the Association for Supervision and Curriculum Development, was convened at the Part Sheraton Hotel, New York, New York, on Friday, February 28, 1964, at two o'clock p.m., Dr. Franklin Patterson, Director of the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University presiding.

Present were:

Franklin Patterson, Director, Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts

Edmund Gordon, Graduate School of Education, Yeshiva University, New York, New York

Jean D. Grambs, University of Maryland, College Park, Maryland

William C. Kvaraceus, Professor of Education and Director of Youth Studies, Lincoln Filene Center, Tufts University, Medford, Massachusetts

Jacob Landers, Board of Education, New York City, New York

Joseph O. Loretan, Deputy Superintendent, Board of Education, Brooklyn, New York

Frederick McLaughlin, Public Education Association, New York, New York

A. Harry Passow, Professor of Education, Columbia University, New York, New York

Frank Riessman, Mobilization for Youth, Inc., New York, New York

Present as observers:

Robert Isenberg, Director, Division of Rural Services, National Education Association, Washington, D.C.

Karlene Russell, Curriculum Coordinator, State Department of Education, Vermont

CHAIRMAN PATTERSON: I think we could start by stating our names, for the record, and our interests.

DR. LORETAN: Joseph Loretan. I am a Deputy Superintendent in the New York City Schools. I am responsible primarily for curriculum development, research, evaluation, and the subject directors of the New York City School System.

DR. KVARACEUS: William Kvaraceus, Professor of Education and Director of Youth Studies, Lincoln Filene Center, Tufts University, Medford, Massachusetts.

DR. GRAMBS: I am Jean Grambs, Associate Professor of Education, University of Maryland, with responsibility primarily in secondary school teacher training.

DR. RIESSMAN: Frank Riessman, Mobilization for Youth, Rutgers University; consultant. I am presently working under a grant given trhough the Ford Foundation to Rutgers University.

DR. PASSOW: Harry Passow, Professor of Education, Teachers College, Columbia University; consultant to the New York City School System for Career Guidance.

DR. LANDERS: Jack Landers, Assistant Superintendent, Board of Education, New York City, in charge of the school system's integration programs.

DR. ISENBERG: Robert Isenberg, Director of the Division of Rural Services, NEA, Washington, D.C.

DR. GORDON: Edmund Gordon, Yeshiva University; Chairman of the Department of Educational Psychology and Guidance.

DR. RUSSELL: Karlene Russell, Curriculum Coordinator, State Department of Education, Vermont.

CHAIRMAN PATTERSON: Who wants to tackle Phase I for one to five minutes? Would you prefer to think about it, or is someone ready to fire away?

DR. PASSOW: I will begin in order to give us a start.

I think the most pertinent general fact is the condition of urban society today. In effect, we are faced by a lack of understanding of the dimensions of urbanism and the nature of interaction in the modern urban setting.

Obviously, there is the question of the city as multiracial, multisocio-economic, multi-ethnic. There is the question of the city in a mobile, technological upheaval. There is the question of the role of the school as one agency interacting with other agencies in the urban situation and all of these, in effect, happening in explosive fashion with most of us still thinking in terms of what I would call a nineteenth century small village point of view. That is, I think the majority of people in our cities seem not to be either literally or in state of mind indigenous to the natures of the modern city. The migration pattern of the past few decades has brought numbers of people from rural areas to the urban scene, and, I think, even those who were born and bred in cities are thinking of the city in terms of the 1920's and 1930's, times which were quite different from the city of today.

My own parents came to this country as immigrants, lived in the Lower East Side, and in later years I have wandered around the Lower East Side of New York, remembering things they told me about how they lived on Orchard Street and the pattern of immigration and how it has changed. Even Huntington Hall, where Mobilization for Youth is located on Second Street, was a center for Yiddish population in that time. Deep ethnic and religious changes have taken place and the roots that people had are not there any longer. People think of those roots without recognizing the large changes that have taken place in the city.

The school, like other agencies, has seemed to keep its roots in the past. The curriculum, as an illustration, it seem to me, is primarily a small school, nineteenth century curriculum. The program today in the high school does not differ substantially from the program of several generations ago. It does not differ substantially from the kind of curriculum that I encountered in the small upstate New York village school that I attended. And my upstate school's curriculum hadn't changed for generations before that.

So, in terms of the most pertinent urban conditions, we need to consider the conditions of integrating society, integrating not just in terms of racial and ethnic groups but integrating in terms of social relationships or interpersonal relationships among very different groups on the socio-economic scale and recognizing important changes over time.

I think the question of employment and the opportunities for service for youngsters under conditions of today have not been fully exploited or understood. The question of housing and urban renewal is also relevant here. Action taken in one instance can, in effect, create

and extend problems in other instances, and we are just beginning to understand or, at least, give attention to this kind of condition.

So, all aspects of life, it seems to me, in the large city need to be looked at. We need deeper insights into the dimensions of the urban condition from many different disciplines. We need to understand what we are faced with and come up to a twenty-first century mentality, so that we don't think of the city in kind of a Jane Addams way, a sentimental way, which would be all right if we just looked back and treated the city-as-it-was-kind-of-thing, as a community neighborhood.

CHAIRMAN PATTERSON: I think you have started right where we should start, by addressing our attention to the city as a whole, and I am interested in your suggestion that there is a serious lag between what the city really is and what we see it as.

DR. LORETAN: Suppose I pick up a bit of this.

I think massiveness is one of the dimensions of the problems in the city, and of all the things that Dr. Passow talked about, it is the thing that creates very special needs in itself. And, as part of that, a problem in itself becomes one of where you begin, where do you really start from the point of view of the schools?

Taking the viewpoint that there is a cultural lag on the part of the community itself, on the part of government, in coping with this massiveness, you have a related problem of the sheer number of teachers you need and the size of the program for the retraining of the teachers within the schools, who are in the schools on a tenure basis for thirty-five years or more. Then you have the job of re-educating the colleges,

with professors who themselves were trained in the old tradition, and how you get them to change in terms of thinking about urban society and education. Then there are the youngsters, the teenage youngsters in particular, when they first sense the difference between themselves and other youngsters in the same school. While movements towards integration are important, they accentuate the sense of difference on the part of youngsters.

In their time, many teachers have thought that everything could be solved if a child could read. Now, facing the fact that many urban children have difficulty reading, teachers are not yet adept at developing the kinds of materials and group techniques needed for this situation. Many youngsters feel defeated educationally because of this failure. As they look ahead they wonder what their status is going to be, in the society of the city, when many of their older companions are on the streets and unemployed.

CHAIRMAN PATTERSON: I think you have pointed it up from the place you stand in the system what must seem like one of the most important urban conditions; the sheer magnitude of the dimensions of the city and its complexities. Your speaking of the massiveness of certain lacks—lack of preparation of students, lack of preparation of materials, lack of preparation of teachers—is very pertinent.

DR. KVARACEUS: When you were talking about that, what it reminded me of was mass media, the massiveness of the mass media and what the mass media's treatment of youth means, by institutionalizing whatever goes on. Youth are, in a sense, almost defenseless and therefore serve a wonderful function in supplying mass media with headlines

to satisfy adult needs. Never were youth so much in the spotlight and so useful to adult pathologies. Today adolescence is almost hyphenated with delinquency by many adults. How does youth protect itself in the urban adult community?

Close to this lies the whole question of sex, s-e-x, boy, girl, without becoming a moralist. I think one of the most amazing developments is at Harvard, where the psychiatrist, Blaine, writing with MacArthur, sounded to me, as I read his stuff, like a minister. It was he who made the first holler at Harvard. I have a feeling that, with his colleagues, he must have lost a bit of face in the kind of perjorativeness attached to his statements. Galbraith now appears as a champion of Harvard youth, and the psychiatrist looks like a moralizer.

There is, then, the question of sex identity. For example, in the famale-based house, what is the problem of maleness? We have, for example, the question of James Baldwin's pathologies in terms of his own sexual development. In urban society there is a concern with homosexuality, which seems to be a more acceptable phenomenon in New York City than in Boston. I think we might explore the urban condition of the "boy meets girl" equation with attention to a one-to-one relationship that gets around loneliness, because in this massive situation there must be loneliness, and we should examine what this means for preparation for life.

In terms of the Beatle mania phenomenon, say what you will for the boys, there is a very interesting review in The Nation, a rather acute review. It seems to me that the big difficulty with the beatniks are not the beatniks, who are not bad, but that everybody---

CHAIRMAN PATTERSON: Are you talking about beatniks or Beatles?

DR. KVARACEUS: Beatles. My own thirteen-year-old daughter hands her mother a letter, "Put an overseas stamp on it," and it's a letter to the Beatles, and I am very curious to know what happened to her. I didn't dare ask her what she asked them.

It seems that the great tragedy of the Beatles isn't in the Beatles, but with all the kids identified with them, and also the fact that the big city collaborates with these kids so they can have this ecstatic moment, with all its sex. The most interesting part of the Sullivan show were the shots of the audience, but the adult community made this possible, because even the cops perhaps enjoyed it, for they assigned forty policemen. Yet we have to look at this in terms of big city life, in which Madison Avenue maneuvered and developed a moment of mass adolescent hysteria, and how much of it is for real and how much is for false, and how the kids are who are going through it. By and large, kids who are identifying with the Beatles, I am sure, may be confused, because I am not sure that they are identifying with boys or with girls, and it confuses their sexual development. There are later implications for schools. What do we do in education for identifying with the male role and female role, and what are we doing for training for the present role at the crucial age level?

CHAIRMAN PATTERSON: You used this matter of sex and identity and the Beatles example to illustrate what you mean by mass media and adult engineering of the teenager.

DR. KVARACEUS: I think there is a dynamic that is visible, if we follow through the plot. I think there is a continuity, a close relationship that we want to ferret out. I will stop on that.

CHAIRMAN PATTERSON: We will come back to all of these points as we have time.

Who wants to speak next?

DR. LANDERS: I think all of us have been touching from different points of view on the concept of education in urban society. What do we expect of education in terms of the life that we want children to lead? What is to be the concept of education in a society in which there is really a revolution? The relationship between people and people, and people and things, is changing with such great rapidity. Automation has brought on certain changes, and it is a revolutionary change that is taking place. This will inevitably affect our concept of what education ought to do, and unless we get some agreement on the part of society as a whole on what the function of education ought to be in this new society, I don't see how we can make a great deal of change in the kind of education that is supplied.

In the same way the revolution has taken place in communication, not only in terms of how we can spread to children the kind of thing that was spoken of a moment ago, but also in terms of putting before everybody the kind of wonderful things that a civilization can be supplied with, while many children know very well they are not going to get them. Or the living patterns that have resulted, the housing patterns in urban areas that have resulted, and the kind of social revolution that has taken place in relationships of different kinds of people. We are in

the midst of great social upheaval in the minority groups. This has to flow over in the schools. We have to have some concept of the role of the school in relationship to these types of revolutions taking place. Formerly, we thought the school had a job and when the school finished with the pupil, it dropped him and then he went somewhere else and somebody else picked up the job. We have to think fundamentally, before we think in terms of curriculum, of the function of education in an urban society, and until this society agrees what it wants from education, I don't think we can make much progress in curriculum.

In talking about the secondary school curriculum, we have to think of the elementary school curriculum. It may very well be that it would be wonderful if all the children who come to us in secondary schools could read pretty well, but we know they don't,so if we build a curriculum, we have to take into account the conditions that are likely to exist at the time they come to the secondary school and have programs in terms of what exists right now and what may exist later on because of changes that we contemplate.

CHAIRMAN PATTERSON: Fair enough. In pointing to the uncertainty of what we believe the role of the school ought to be in the urban explosion, you put your finger on the basic reason for having this meeting at all.

Let me cut in long enough to allow Dr. McLaughlin to be introduced.

DR. MCLAUGHLIN: I am Frederick McLaughlin, Director of the Public Education Association, a civic group in New York City concerned

with the public schools and colleges of the city, and my main concern is with the budgets, with the problems, with the curriculum of the public schools. We attempt to analyze problems and present some of the critical issues to the public and stimulate public support, sometimes in opposition to what is going on at the Board, and, in general, are very concerned with the problems that have been posed here for discussion today.

DR. RIESSMAN: The reason I wanted particularly to comment, is that I wanted to go further with what Jack Landers has said.

In relation to the preschool situation, elementary school situation and high school, I think there has been much too much emphasis on the preschool, getting to the children early. One of the most significant things we can do today is to give a lot of attention to the possibility of doing an excellent job in the secondary school on a number of levels, one being what I call the catch-up problem for those youngsters who have been functionally removed from the educational system through inadequate curriculum, segregation, poor teacher preparation of people teaching them, inadequate vocational schools, inadequate evaluative instruments.

I think there is no solid evidence at all that we can't do an amazingly quick job in catching youngsters up and having them go on rapidly. There is not much in the way of research, one way or the other. The assumption is that we should get to them early, and I think this assumption endows our situation with a negative atmosphere.

The one study that has some bearing, at junior high school level, is where Dr. Samuel Shepard of the St. Louis Public School, with fairly limited

technology--we can do far better than this--has gotten elementary and junior high school youngsters up to grade level rather rapidly. I would like to see much more money put in this direction, in terms of educational programs, rather than the tremendous emphasis on the preschool situation.

I think you have to state very sharply that the integration movement in the present urban situation is going to improve education. We should thank the civil rights movement, for it is putting pressure on the schools to deliver the schools and prevent the schools from displacing the responsibility on the homes and environment, which has been the schools' pattern. This is one of the most significant things. This is why we are here today, really. In this condition, it is not only the civil rights drive, but also the so-called War on Poverty, on the part of large numbers of intellectual and government people, in terms of a focusing on the poor that will help urban conditions and schools.

One last point. This is the significance of adolescents to be thought of in this kind of a meeting. Adolescents are at an extremely crucial time. Adolescents point out the great need of adolescents in terms of clean, clear dialogue with adult society, which has been prevented in our secondary schools. I would like to see it in the form of guidance people in the schools, but also the teachers in the situation, discussing things openly. Like talks about the sex issue. They want to be talked to about this. They don't want to talk about the biology of the matter. They want to talk about the <u>values</u>, the <u>ethical issues</u> involved in it. They also want to talk about lots of other things; for example, what seems to them to be hypocrisy in adult society.

These kinds of questions adolescents want answered, and the important thing in secondary school life is to retrain our teachers and staff, guidance people particularly, to have a different view of this adolescent, to be willing to argue, to confront these issues.

This is what brings together my emphasis on the secondary school, rather than the preschool. At this time in our society, it is extremely crucial, the coming together of the school with the integration issue, in which adolescents can respond, which preschool and elementary kids can't do in the same way. If the adolescents in the urban environment can be brought into full involvement in these issues they are defining themselves, they are becoming potential leaders. I don't have the same feeling about preschool, but far too much money and attention are put into it.

I would like to see a crash program in the secondary schools to show how quickly we can get these youngsters up to grade level and far beyond it.

CHAIRMAN PATTERSON: Thank you. This is just the kind of discussion thing that I was hoping we would have.

DR. GORDON: I will begin by saying I hope, Frank, you are suggesting that we do this <u>also</u>, rather than <u>instead of</u>: secondary education improvement <u>in addition</u> to what we are doing with younger children.

I had planned to preface my remarks by calling attention to the--I guess it is best described as the dichotomous nature of the climate for learning in urban areas. Certainly, we have in urban areas a richly stimulating environment. I think one of the reasons that we come to focus

on it as a problem area is because much of the richness not only stimulates learning but gets in the way of learning, particularly the more negative aspect of this richness. And it is here that I am thinking of the conditions of poverty, and even possibly more important or equally as significant, the conditions just above poverty, which might be called the minimal economic sufficiency level: people who have to struggle so much to meet their needs that there is little energy or resource left to supplement the kind of things we expect boys and girls to do in school. It seems to me that this and the almost hereditary influence of limited economic status press us in urban areas more so than in rural areas, with a need to not so much dissipate the school's energies to try to change this condition, but in recognizing it as one of the things that the school must be concerned with in the design of its curriculum.

A second piece of this climate is the variable backgrounds that children of the city bring to us. It is true in rural areas that children with different abilities and somewhat less varied but different backgrounds come to school. In the urban area there are vast differences, so much so that, as Dr. Loretan was referring to it, it makes it very difficult to plan across the board for so wide a group. Yet this is the very thing that effective education at the elementary or secondary level must do.

And one of the reasons, Frank, that I am troubled by your suggestion that we cut some of the preschool and elementary programs, is that I think we might have less need to tackle special problems of secondary students if we do, with at least the preschoolers and elementary

kids, continue some of the productive ideas that are being introduced into this area.

The third aspect of this climate for learning that concerns me gets into the area of attitude, and the note I made for myself was: education for what? And not so much our end this time in terms of what the role of education is in the urban area, but, rather, the purposes and goals of education as they must appear to kids who grow up in a metropolitan, cosmopolitan community where they, themselves, are confronted with so many evidences of conflicting standards, conflicting ways of life, unable to identify completely with anyone and discouraged by many practices in our society from identifying with those that several of us say they should identify with.

CHAIRMAN PATTERSON: Thank you very much, Ed.

DR. GRAMBS: There are so many things one wants to say. I would like to pick up a little bit from what Frank said, in terms of the significance of the adolescent, as well as perhaps a need to redefine who he is.

We have some evidence that it is sixth grade where adolescence is now beginning, rather than the traditional seventh grader, and our younger adolescent is appearing earlier on the scene than in previous generations. As Harry mentioned, the traditional school of 1930 is not necessarily housing the same kind of children, yet we keep them in the same environment. And the whole problem of what happens to adolescents in the urban area is that there is a different kind of experience now.

I don't think we know enough about the pathologies that emerge. I have been tremendously interested in reports that have come out over the last several months regarding the effect of overcrowding on animals and the pathology that emerges there. I am strongly convinced that illnesses of many kinds are by-products not just of poverty, but of poverty and overcrowding. The urban environment provides an incredible and constant overstimulation by sheer noise, noise of people, noise of things. You read Mumford and you realize that cities in ancient times were overcrowded, but there was not the same pathology because there was a certain unity or degree of community that made sense.

Part of the present urban condition is our own dislike and distaste for poverty. We look the other way. We ignore the poverty of the public sector. We see the beautiful Fifth Avenue and are blind to the deprivation of Harlem. This is not wasted on the youngsters.

One of the pathologies of overcrowding is that, while there are masses of people in the city, there is also loneliness. Disorganized families help produce such loneliness.

Another thing that is highly important is that urban children will stay in the city. They are not being prepared for suburban living, and suburbia is not going to be ready to receive them in large numbers.

A leadership vacuum has been mentioned. We talked about this in a meeting in Baltimore. The point is that urban disadvantaged youngsters are those who will stay and the preparation they need is preparation for continued urban living, on more adequate personal terms, more adequate community terms. This has really great significance for us.

The other point about the pathology of poverty is that disadvantaged urban youth inherit discouragement, they inherit from generations of those who have not been able to climb out of the poverty cycle, and they are a discouraged minority. Despite the integration movement, real opportunity is reaching a relatively few who can catch on to the coattails of the movement and see themselves climbing with it. I suppose most of them are saying, "I will wait and see; it is not going to get to me soon enough; to heck with society; I can't buy what you are selling; I see those just ahead of me, the seventeen- and eighteen-year-olds, going nowhere, therefore I, as a thirteen-year-old, look to nothing ahead."

CHAIRMAN PATTERSON: Perhaps, Fred, you can put in your word.

MR. MCLAUGHLIN: I find that, in thinking about a problem like this, we get so bogged down with the practical problems, in the kind of organization I work with, that I find it difficult at times to back far enough away to see what the theoretical implications are.

I don't think that integration is always, however, a constructive force, and to the extent that it serves in any way to divert attention from the need for quality schools, it can be a destructive force, and this is the kind of thing that we tend to be wrestling with at the present time in New York. How we can keep the groups who have, certainly, a legitimate complaint against society--how can we see that these groups help in the constructive improvement of public schools? Certainly, all of us agree that the schools at any level need to be integrated, and to the extent that we can integrate these schools, to that extent we are also contributing to their improvement, but the problem of integrating at any cost has gotten in the way of the need to consider the kinds of

improvements that have to be made.

I think the integration question also poses a tremendous problem relative to attitudes. I tend to think that, despite all that's said about New York's being different, the real problem we are confronting, as far as moving toward integration goes, is the job of trying to get teachers who have a genuine understanding and concern for the problems of all people. I think that's our real problem in New York, although it doesn't get aired. The problem of changing attitudes of teachers and, through them, the attitudes and behavior of children, is an extremely difficult problem. I heard someone say with great assurance the other day that the problem was going to be solved because now the Board of Education is working with the colleges, and the colleges are going to put in courses dealing with this, and this was going to answer the problem; I am sure all of us agree that this is not an adequate answer. It is fine as far as it goes, but we have got still the problem of how we deal with the teachers in the system and how we get better understanding. We need to be concerned with preparation of teachers coming into the disadvantaged schools in big cities with the kind of understanding that will enable them to cope with problems and be effective as teachers.

Secondly, we must ask how education can play a part in breaking the vicious circle in which large masses of urban people now find themselves. Unless the Negro and other disadvantaged members of urban society are given the kind of an education that will enable them to get better jobs and better incomes, they are not going to be able to afford middle-class housing. If they can't afford it they are not, no matter what we do with

barriers, going to break away from the ghetto, and if we don't break away from the ghetto, we are posing problems for the schools that are almost unsolvable. Therefore, there has to be a breakthrough at some one of these three points: jobs, housing, or education. I think most of us would agree, that education is the place where this should be done, and can be done, and it means a different kind of an education, particularly at the secondary level, and I include junior high schools along with high schools, in the full meaning of that term.

So, I think the problem is how we can give training to youth that will be more meaningful, in terms of letting them move into a middle-class society, in terms of housing and jobs, and I think that is still in front of us.

I guess I will save some of my ammunition for Phase II or Phase III, because I have some strong ideas of what we need to do in New York which, I think, will also have some significance in other parts of the country.

CHAIRMAN PATTERSON: I think we have gone around the circle now, and I find it difficult to add anything substantive to this. I hear in what you have said important echoes of things that all of us have known. I think, too, of what Ralph Tyler said about features of developing urban life, features which have been in a sense mentioned in one way or another by each of the people in our group this afternoon. Tyler said, for example, that one of the continuing thrusts of urban life is toward size and complexity and this has its meaning for youth, and the conditions of life in families and schools and institutions, in every possible way. This was touched on by several people here.

Another thing that Tyler spoke of a long time ago was the tendency of life in the urban area to assume characteristics of impersonality and this, I suppose, is a consequence to some extent of the size and complexity; that as the city grows bigger and more complex, the individual life space, in a sense, becomes smaller not only in terms of overcrowding but in terms of the relevance and role of the individual. A sense of powerlessness and loneliness in the city is something that is true for youth as well as adults.

And third, Tyler said that one of the dimensions of the city that is utterly important for education and for society is the thrust toward increased mechanization, the mechanization of more and more things. I suppose the Automat in New York City was a first step, in a sense, toward social mechanization, or one dramatic one. We are thinking that the city, in terms of its economy and jobs, is becoming a location where mechanization and automated procedures are the one production feature of the city of any consequence, automated insurance accounting, and this sort of thing. More and more, mechanized economic operations are using the central city for this purpose, raising great questions about what need there is for people, for workers in any great number. This, I suppose, is an automation factor that was touched upon by Jack earlier.

Another dimension that Tyler spoke of a long time ago, and which I see now in every city that I visit, is the thrust toward commercialization of more and more; that the dollar sign goes on more and more aspects of life. The question is: What's in it for me? What is the price? What does it cost?

And a fifth one, that was certainly touched upon by Bill and others, is the thrust toward what Tyler eloquently called "continuous and chaotic stimulation." Not just at the noise level. Yesterday, Angus Campbell, of the University of Michigan, said to me that this is the one city that he knew of that you never heard silence. You continuously hear noise in our metropolitan areas. You hear it in the background of what we are saying right now. But urban life also has the stimulation which comes from size and complexity, and from more and more stimulus inputs of a variety and kind that tend to fragment the world of the child. This has its other side, of course, of providing the most richly stimulating society that you could imagine.

These are all things that I heard you saying and that I heard in my own thinking about this.

We have a bit of time to go in for some cross-conversation, if you would like to, on Phase I.

DR. KVARACEUS. There is the terrible partisanship that is going on, the extremist kind of thing in the urban culture that seems to be coming along. The only nonpartisan organization that I know is the PTA! There are the Barry Goldwaters, etc., and you can choose them down the line. The choices for most people seem to be far out, or is there a median?

DR. GORDON: I was troubled by just the opposite. I know, from my liberal point of view, there are a lot of conservatives and some progressives, but I think the problem in our society is a trend toward conformity, toward something on a safe ground that doesn't offend anybody, although the extremists get a lot of notice.

DR. PASSOW: I think the two points of view are not conflicting. The conformity is within the extreme groups, if I can put it that way. For example, in my own community, I think, we have a group called the Englewood Movement. This group stands for "integration yesterday" in the schools. The Englewood Movement has become a conformity - inducing group among Negroes in terms of its own goals, whereas the Urban League, as a middle-ground kind of organization, is no longer looked upon as the group to conform to. In other words, new standards of conservatism and extremism have become the standards to which groups are conforming.

DR. GORDON: I don't want to give away any trade secrets in in the civil rights movement, but as one who has been deeply involved in this, one of our concerns has been to keep the image of "mass." We have had to work night and day to do it and there are many people who are uncommitted.

DR. PASSOW: This is again another urban question, of commitment to a particular cause or to a particular problem or to a particular action, vis-a-vis noncommitment. I think this is again a problem of the urban condition. Going along with the crowd without any real commitment to what it is that the crowd is moving toward is another variation.

In another nearby Jersey community within this great urban area, efforts were made on a small scale for correcting racial imbalance in the schools, but members of the Negro community appeared before the school board and asked for these steps not to be taken, because they didn't want their children sent to other schools, where there were no lunch facilities, crossing dangerous streets. The integrationist leadership then had to take action in the churches, saying you have a responsibility

to aid Negroes to do this kind of thing. What I see is a conflict of values, commitment of values, where the notions of extremism and conformity are parallel notions, where one supplements or complements.

CHAIRMAN PATTERSON: Are there second thoughts that you have about urban conditions?

DR. PASSOW: I wanted to make a comment on the Beatles here, if I might.

We had an exchange English student come to live with us in August and the two things he brought with him, aside from his clothes, were three Beatle records and some tea. He abandoned the tea! This boy comes from across the river from Liverpool, where the Beatles began. For him and for his generation, the Beatles, in a sense, proved that youth could make it. There really is nothing in Liverpool, and here emerging from the Merseyside slums are these four characters who, in a sense, promised hope for youth. This was his view back last August, when the Beatles hadn't quite made it. Now he is somewhat disgusted with the way they have been treated here and idolized, because he feels they have become commercial.

DR. LANDERS: To pick up the question of values, I think what is happening is that we have added a new value to education; that is, the value of integration. We had thought about it and we paid it lip service, in most cases, but we really hadn't accepted it as a conscious goal, but now we have to do so whether we want to or not. We have to re-examine the whole structure of education and say we have a new value, we have a new objective that has to be added; and so we have to examine each phase of the total educational process in terms of the extent to

which it carries out our commitment to this value.

For example, in the social upheaval that is going on in our effort toward integration, what kind of urban high school ought we to have? This is going to affect our thinking in relation to whether we want to have a comprehensive high school or a special high school, or in the trail, what sort of groupings? What ought to be the nature of curriculum or textbooks? What kind of tracking ought we to have, if any? There is a whole host of questions and each one of them again must be examined carefully in the light of new objectives that we have, because the old answers are no longer valid, as soon as we add this new value.

DR. GORDON: Let's not call that a new value.

DR. LANDERS: Let's call attention to an old value.

CHAIRMAN PATTERSON: The value has been there, but we haven't had to face it until people made us face it.

I wonder if Karlene Russell or Bob Isenberg, while they are observers in a sense, representing the rural constituency, have anything they want to say.

DR. RUSSELL: I am happy to remain in the role of observer at this point, except to note that it is very pleasing to be here, because the whole idea of co-ordination as it has been mentioned between elementary and secondary, and very definitely between urban and rural groups, is essential if this task force is to move ahead.

CHAIRMAN PATTERSON: Fair enough.

Bob?

DR. ISENBERG: Let me just say two things. The first one concerns

the changing nature of the city itself, and this is very obvious and oversimplified. Everyone knows this, but it hasn't been said yet, and that is that while the central cities have about been holding their own in terms of population, the population itself has changed. They are not the same people. The people who have moved to the suburbs are being replaced, and they are being replaced by people with far different ethnic and socio-economic backgrounds.

The newcomers are people with less-adequate educational backgrounds and less ability to carry the fiancial burden of the city. In other words, the cities are increasingly becoming less able to finance their own programs of public service. We used to think of the cities as being the centers of wealth. This is not so any more. They are getting in tougher shape all the time. Not only is this movement boiling out from the middle, of people taking wealth out of the city, but it is also taking leadership potential out of the cities with it. The articulate people, the people who can be called on to be the community leaders are becoming relatively more scarce.

And, as Harry said, most programs, in the countryside as well as the cities, assume a condition which doesn't exist. The children start in kindergarten and come to school every day and go through the high school and do their homework and all these things. Our curriculum approach assumes this. We build our courses of study around the assumption that children are going to be coming to school every day, and, consequently, when something happens that isn't like this, and it does, then we don't know what to do with it. We make a big effort to get drop-outs back to school, but when they come back we

don't have anything different for them from what they had before. We seem either unwilling or unable to adjust a school program to the circumstances which really exist.

DR. PASSOW: A colleague who is concerned with rural programs and small schools particularly, once told me, "If I can do a good job in rural areas, in the small schools, by the time people move into the cities, which they are going to do, you won't have the same problem." I think he has a point there.

DR. ISENBERG: I want to come back to that at the end of the afternoon.

DR. GRAMBS: There is one aspect of bigness that I think is crucial: the big school. The recent research of Roger Barker in Kansas reviews some of the literature on studies of industrial organizations and applies it to the school setting, suggesting that the massive, gigantic urban area is also one in which the schools are ever to be bigger and bigger. We have no data, or at least we have only suggestions of data, as to the size of stimulating contacts that children can tolerate. We suspect that the younger children cannot tolerate large groups, and it seems you lose a whole fringe of other children for whom a large group is intolerable.

The other thing, and I think this is really crucial in terms of high school organization, is the fixed idea that you need all three or four grades in one building. Maybe you need to farm grade levels out to another place in order to get a smaller group that can be cohesive and understood. We haven't looked at the problems and possibilities in terms of teachers. We have seen the large schools offering more services,

more facilities. But we need again to say why teachers can't function with full adequacy in the big, big organization. We know there is reduction of worker morale, larger turnover. We need to assess the mass high school as it relates to teachers in terms of productivity, the lost teacher who is part of the huge organization.

Another problem concerns adult-youth hostility. This is an area of tension, which is what the urban area produces, the tension of getting to a place through mass transportation, of driving and not being able to park their cars. Adults who already have themselves been affected by urban living, and youth who are affected in turn, exacerbate ordinary youth-adult hostility, and we haven't faced up to an intergeneration problem of urban life.

DR. KAVARCEUS: I think we may become a litte too provincial, talking about "our own city." because every big city shares in urban uniformities. Every major city has an international airport--San Francisco has a big international airport; it's Logan International in Boston, and even in Kansas City it is an international airport. So every place is a sending off place, and urban people today have a kind of internationality.

CHAIRMAN PATTERSON: I can't resist commenting that a geographer pointed out to me, about a year ago, that the old idea of national boundaries or frontiers is really obsolete; that we all live constantly on the frontier because the entire surface of a nation today--in the age of jets and rockets--is its frontier.

DR. GORDON: I must react to two comments that were made about leadership in what we call the depressed urban communities. I think it is probably a mistake to think of a leadership vacuum. Leadership, of

course, in terms of curriculum implementation, the recognition and the character of that leadership and the way in which it functions is important.

CHAIRMAN PATTERSON: To say, indeed, that the power structure of an earlier time now lives in the suburban area, even though it may work in the city, is not to say that the city proper does not have new leadership emerging with which the school is dealing.

DR. RIESSMAN: One final comment with relation to the preschool issue that Ed and I have some disagreement about. The present situation exists where children have been poorly prepared, where minority youngsters have been poorly prepared in the school system. Then there is this preschool pick-up idea; this is that we have got to get to children very early because it has something to do with their home background. I do not accept that as solid evidence. I don't want to attack preschool programs, they are fine. I want to get to the youngsters in junior high school and high school because these youngsters are going to be in the middle of the integration movement. I want to see programs developed that will show how beautifully, how swiftly we can bring the majority of these youngsters in the mainstream. This I am willing to expand with money given to it by cutting the atomic money. But there is a subtle argument involved that bothers me, and this is that they would not be well prepared if they did not get good preschool education.

DR. LORETAN: While I have been a proponent of early childhood education, and will continue to be, I do think that Frank has an important point here: that this could be a diverting movement, and I classify it along with the business of IQ. I have pretty much eliminated

the group IQ testing program in New York by fiat, and I did it because what I saw going on in the schools was that they were using the IQ to whip the families into the idea that it was really the families that were at fault. This tended to take the teachers off the hook, and the school system off the hook, and this I could not buy.

I suspect that if we put teachers back into a more conscious feeling of responsibility, with a sense that they can't hide behind a group IQ, and that instead we must have achievement testing (teacher achievement testing, as well as standardized achievement testing), we may be able to move the educational vehicle back on the road as far as you can go with good instruction.

One thing I picked up from Jean Grambs. I felt in strong agreement in connection with her comment on the colossal size of schools and concomitant results in impersonality and anonymity. Hostility and hate and suspicion and fear and so on seem to me to be cultivated in our enormous urban schools. This adds enormously to the problems in the city.

A long time ago I did a study of difference between the size of little schools and big schools, and what we proved from that pretty clearly is that the functional concern of the schools about the individual started to taper off greatly as soon as the school got past the stage of one professional assistant to the principal. It became an administrative factory instead of a place where children grew in education.

Colloquium: Phase II

THE URBAN HIGH SCHOOL

What are the highest priority needs for urban disadvantaged youth in terms of high school curriculum?

CHAIRMAN PATTERSON: Let's shift, if we can, to Phase II: What are the highest priority needs for urban disadvantaged youth in terms of the high school curriculum?

We will be talking about what we think the high school curriculum ought to do, what it ought to change to, what it ought to be like in terms of the conditions the disadvantaged youth in urban areas face today and tomorrow.

Who wants to begin?

DR. MCLAUGHLIN: Well, taking off from where we left it, the question of the changing job situation in the cities and the changing need for preparing youth provide us with some imperatives. The Public Education Association set up a committee, a year or so ago, and began studying the situation, particularly the vocational schools which enroll roughly a third of our high school students in New York City. This probably is not true in every city, where they don't always have separate systems of vocational high schools, but many do, and we began examining the relevance of the vocational training that we were giving in New York City to the problems of disadvantaged youth and the problems that Conant had pointed out, the "social dynamite" group who are out of school and out of work. After a good deal of discussion and review of materials and curriculum and visiting schools, we came out with the drastic suggestion that New York City public school system should instead concentrate on giving every youth a full and liberal high school education.

We felt particularly that greater emphasis should be put on social studies, and that job preparation for any youth should include the ability to handle at least basic concepts in the field of mathematics

and science and have some understanding of our society and how it functions economically and otherwise. To this end we felt that any specific training for jobs should be postponed until after high school; that in the vocational schools, particularly schools such as ours, which were forcing students to spend half the time in the shop (in many instances on work that could be learned in a few weeks) we were watering down the curriculum for the very group of students who needed a stepped-up and stronger program.

We found in studying this, of course, that what was happening in New York City, and probably in other areas, was that the youngsters who by and large were populating our vocational schools were disadvantaged. About three times the normal number of Negroes are in the vocational schools in this city and also a much larger number of Puerto Ricans than the population in the school population would warrant. These youths were characterized as "not academic" and were being channeled out of the junior high schools into vocational schools where the attention to their basic skill needs was less instead of more.

I am heartened by what Frank Riessman said about this, the ability to do more with the youth coming into junior high schools and senior high schools with a very low reading level and the fact that something <u>can be done</u>. We have said almost the same thing, that we believe that a different approach can be used. We don't attempt to spell it out and attempt to say we know what it is, but we do believe that it has got to involve other factors. I think Sam Shepard's approach (in the Banneker district schools of the city of St. Louis) to get the family into the development of motivation is one of them. We have said that these hard-

to-reach groups, if necessary, should be paid possibly to do some kind of community work or work in private industry a minimum of hours. But I wouldn't worry if that didn't take place. I would still give some kind of a stipend to hold these young people in school while we concentrate the resources that we are able to focus on them.

We felt, then, that job training should be postponed into the technical institutes. A lot of it should be done in programs of on-the-job training. In other cases we have proposed a series of what we call skill centers, which would be institutions for both adults and youth, upgrading and retraining adults for new jobs where they are forced out of work by automation and other factors, and for youth (either in connection with a high school program or in connection with their college program, community colleges or technical institutes)--using this new institution as a base for giving them specific skill training. This is a different approach at the high school level, we believe. We are not being dogmatic about this approach. We think that the transition period will require a lot of exploration and imagination on the part of people, but I think that this represents the trend that should be considered by any group seriously worrying about the disadvantaged youth of big cities.

CHAIRMAN PATTERSON: What you have just said with reference to this area is particularly pertinent to the New York City situation. Although this has broad general relevance to all cities, in New York there is a more elaborate development of vocational schools than anywhere else, and, as we proceed on curriculum, let's not get bogged down on whether this is right or wrong for New York City because our charge

today is to consider high schools in the whole urban scene.

DR. PASSOW: Let me make two comments. John Hersey once said that we tend to get involved in crash programs of one kind or another, when the basic problem is really that of providing for individual differences, and until we learn to provide for differences which do exist, what we will be doing is hitting away superficially at certain elements and missing others.

I have thought about that in this connection because it seems to me that the problems we are talking about with respect to urban disadvantaged youth are problems of understanding and providing for individual differences; that the differences we have been concerned with in the past are primarily rather limited ones, as perhaps indicated by verbal intelligence. In terms of IQ tests, some kids are fast, some kids are slow, without taking into account many other differences. So one of the first priorities is understanding such differences, which do make a difference in teaching and learning and organization.

The second thing that I would say with respect to priorities is that we must get away from a quantitative approach to high school curriculum. Conant's notion, for example, which is a restatement in another form of the old Carnegie notion, of so many years of this and so many years of that, units of this required and not required, doesn't help us very much, any more than the Rickover-Bestor approach: we have got to get tough and throw out the frills of schools, etc.

Edgar Dale, in a very wise and relevant article, says that what we need instead is a life management curriculum to help students in "the critical choices, the big consequential decisions they will make during

high school and after. . ." "I say the key ingredients in curriculum would include an over-arching concern for values comprising the good life, attention to effective communication in all its dimensions, including reading, observing, listening, speaking, developing taste and discrimination in literature, music and the fine arts, concern with improved mental, emotional, and physical health, including sensitivity to unrelenting pressure from advertising and sales sources, wide experience for success in learning as the basis for enhancing motivation to learn and the notion that success is the best motivation, development of respect for time and its management, help with the problems of the consumer in a modern society, development of effective work habits, including responsive human relationships and flexibility in a changing technological society."

Dale's argument is that his suggestions, and I quote again, "call attention to the fact that the critical choices of individuals are not chiefly mathematical, linquistic, scientific, or historical; rather, choices of values, of the use of time, energy, and money, choices of friends or of a mate, choices in receiving and expressing ideas, they are choices on which must focus the wisdom in school and out."

The reason I bring this up is that it seems to be that the priority in curriculum for the high school, if we are really going to take into account the things we talked about in Phase I, does not call for a tightening up and a restructuring of the curriculum along the lines that, in a sense, all of the existing curriculum committees are working but, rather, for a look at how structures of the disciplines can be used in the kinds of problems and learnings that Dale speaks of.

Nobody, it seems to me, at this point is willing to take this kind of look.

There are other things, but I want to start with those two points.

DR. GORDON: Maybe I ought to speak since I suspect I am going to offer a somewhat different view.

Probably the number one need is that the school distinguish between those problems in the community that impinge on school success and those problems which are intrinsic to the educational process itself. Both of them are important, and I certainly don't want to deprecate the important negative role, things like poverty, overcrowding, a lot of other things, but I think sometimes we, as educators, become so much concerned with "the social work" approach that we forget that our principal responsibility, and principal area of technology, is in pedagogy. So what I am suggesting here is that we ought to be able to identify problems that impinge on the school, distinguish those from problems intrinsic to the school, begin to throw our biggest guns on the problems which are the school's problems, at the same time that we exercise our political and social responsibilities for trying to modify problems outside of the school, that impinge and get in our way.

DR. PASSOW: Can you give us a specific illustration?

DR. GORDON: I don't, incidentally, separate the whole civil rights struggle from what I prefer to call the human rights struggle that speaks to the question of adequacy, all the things that go with good living.

As an educator, I can spend a great deal of my time in the struggle for civil rights, for better jobs, in the struggle for better income and reform in welfare practices and public health activities, all of which, as a citizen, are terribly important to me. But I think that I, as an educator, have not given the kind of attention to the ways in which learning experiences can be designed to best complement the learning needs, the learning skills, the patterns of intellectual functioning that are peculiar to wide groups of children whose experiences are quite different.

So this leads me to a second general need, and that is that we begin to identify patterns of learning strength and learning disability. Here I am suggesting that we go a little bit farther than simply spotting the child who seems to work better with his hands and the child who works better with his head. Back in 1900, before Binet had turned most of his attention to psychometrics, he concerned himself with the educability of intelligence, taking five or six aspects of intelligence that he thought could be trained. If there is any validity to this, we as educators certainly ought to be concerned with it actively, involved with it, as to the training of intelligence. First, we should be concerned with the identification of those aspects of intelligence that are inadequate or those that are particularly strong and then with the design of learning experiences that complement the strengths and rehabilitate or correct or circumvent, if necessary, the deficits, much of the kind of thing that we talk about a great deal in special education and are beginning to give some real attention to particularly, say, with brain-injured children. So we need to identify learning strengths and

learning disabilities, through what I like to think of as a qualitative approach, instead of a quantitative approach. I don't want to throw out all the tests, but I am suggesting that we can use them quite differently. We can do a qualitative, rather than a quantitative, analysis.

What would I include now in the educational experience? I guess this gets to Harry's curriculum for living, except that mine isn't quite as broad. I would think that what we need to focus on is the mastery of what I would call basic skills and basic content. I think that the basic skills for me would be skills in problem-solving, skills in communication, skills in information retrieval, giving less importance to the mastery of a specific body of knowledge but, rather, skill in moving through knowledge to get what is needed to solve a particular problem.

The second concern would be with an introduction, I would call it, rather than a mastery--an introduction to basic concepts in the biological, social, physical sciences, so that these areas are not foreign, but again with less preoccupation with the quantity of knowledge about biology, or the quantity of knowledge about the physical sciences.

The third area, to overlap with Harry, would be a mastery of the management of self, of the social personal development.

These are, for me, three areas of crucial content.

Then, to speak finally to an issue that was raised earlier, I think that we need to avoid completely ignoring those aspects of the broader community, the problems in the broader community that would impinge on the school, and need to see in what ways we can structure

some specific aspects of the child's school and out-of-school learning experience that will tend, at least while these problems exist, to minimize their impact, such things as extension of the school day, making better use of the summer period.

DR. GRAMBS: I wanted to come in at this point because I would like to build on what you said in terms of priorities. There are many things I would like to see happening in the schools, but I do think that within our command is the curriculum, and I believe that we can make choices within the curriculum that will make a difference. I think curriculum can make a difference. We tend to say process and this is a fairly stupid argument, as to which one it is, but I think we have underestimated the power of content.

I would agree that we need more social sciences, but I would ask which ones. It appalls me,for example, that the knowledge we have about child growth is kept from those who need it most. We don't teach it in our schools and yet the youngsters in the senior high school are the parents of tomorrow and they learn nothing about the process in which they will be involved as parents. Yet the available knowledge is there.

We need then, as a first priority, to revise the traditional content, and this is not just true of the need of urban disadvantaged youngsters. It would be a need of all. There is the pressing problem that these youngsters should acquire command of management of self. Management of self comes from studying about self. Why do I love and hate? What is the meaning of death? What is the meaning of life? How does life come about? What are the things that make for adequate personaility? If the first three years are crucial, let's look at why babies

are affected and what affects them as they grow. These are examples of what I mean.

We have substantial information from sociology. Youngsters in early adolescence can absorb and think about intergroup problems, urban living, the nature of the metropolitan area, and this information is there but not yet incorporated in a significant fashion in our curriculum. We teach them all about the geographic areas of the world but not about the regions of their city with depth and concern.

We have enough hunches from Martin Deutsch's experience and some others that when the child is learning about that which is really significant to him, he responds. Negro youth studying Negro history respond. They study their own community and how we get work and the grassroots of politics and they respond. I think there is a place for such things in the curriculum if we got rid of ancient Rome, or only did Rome once. We really don't have to do the War of 1812 five times!

DR. PASSOW: You are obviously anti-intellectual!

DR. GRAMBS: Let us be more intellectual in the areas of content that are now missing and are really the gaps in terms of equipping urban youth for life.

DR. RIESSMAN: I want to come back to several themes I have developed. I think that the development of discussion that has directed us toward school issues is significant. Much too much discussion that I have heard has been around social work approaches to these youngsters, psychiatric approaches, and so on, which, I think, are not our province, our skill.

With this in mind, I would then like to go into the question

of direct issues in connection with curriculum. Let me touch on a few we haven't talked about much.

For example, textbooks. There is a great deal of concern with finding the appropriate textbook that includes the proper amount of Negro history and so on and that is appropriate for disadvantaged youngsters. What seems to be taking place throughout the country is that you get a research committee, you get a conference, you get a discussion, and years later maybe you get some kind of a book. I'm a little disturbed about the way this has proceeded across the country, in all areas.

CHAIRMAN PATTERSON: You are not thinking of anyone here!

DR. RIESSMAN: In reality there are a number of very practical problems. You get textbook publishers saying they can't sell in the South. You get the publishers' bureaucracy coming up with nonsense.

A number of trends I see beginning. One is the use of paperbacks which are particularly valuable as auxiliary textbooks. A number of them have been coming out. I would suggest that a lot of these be used on an actual research basis. In other words, you get some things that look good, rather than talk about them forever, try them out in specific communities and evaluate them.

For example, with regard to the Negro history thing, some of you have seen this thing before. Here is a little pamphlet called "Negro Heritage." I think this could be sent to large numbers of teachers in particular areas to get them informed about Negro achievements, Negro events, and so forth, and then follow up the use of it. Rather than argue about all kinds of books that need to be developed for teachers, I would

like to try this kind of thing.

Here is another item. This is a clipping from the Syracuse Herald-Journal, on the Madison Project: "Students Dig Jive When It's Played Cool."

--MADISON AREA PROJECT--

STUDENTS DIG JIVE WHEN IT'S PLAYED COOL*

(Second of a Series)
by Robert Kanasola

I play it cool and dig all jive.
That's the reason I stay alive.
My motto, As I live and learn,
Is: Dig and Be Dug in Return.

This fine poem by Negro author Langston Hughes opened a new world of learning to a class of ninth graders at Madison Junior High.

The poem was presented to the class by Gerald Weinstein, curriculum coordinator of the Madison Area Project.

A teacher had complained to Weinstein that her students "practically fell asleep" when she read a poem called "The Magic Carpet" from a standard school anthology.

Weinstein came to the rescue with Hughes' "Motto" and distributed copies to the class. This is his account of what happened.

After the students read the poem there was a long moment of silence. Then came the exclamations.

"Hey, this is tough."

"Hey, Mr. Weinstein, this cat is pretty cool."

"It's written in our talk."

But when asked the meaning of "playing it cool," the students had difficulty verbalizing the idea.

A boy volunteered to act it out.

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* Syracuse Herald-Journal, Monday, November 11, 1963

Weinstein took the part of a teacher and the boy pretended he was walking down the hallway.

"Hey you," said the teacher, "you're on the wrong side of the hall. Get over where you belong."

Without looking up, the boy very calmly and slowly walked to the other side and continued without any indication of what was going on in his mind.

That was "playing it cool."

When Weinstein asked a boy to show what he would do when not playing it cool, a verbal battle ensued.

The class began offering definitions for "playing it cool:" calm and collected, no strain.

Weinstein suggested another nonchalant. A new word.

Next came a discussion of the phrase "dig all jive."

One student told how he once got into trouble because he didn't "dig the jive" of a group of streetcorner toughs.

So the message of Hughes' poem, the class discovered, was that he "stayed alive" because he "dug all jive" -- understood all kinds of talk.

Hughes' motto was to "dig and be dug in return" -- understand and be understood.

The students were amazed at their own analysis.

Weinstein asked the students how many kinds of jive they understood.

Why all kinds, of course.

The Madison Area Project official launched into an abstract essay on the nature of truth, using all the big words he could find.

The students looked blank.

He then asked them to test his understanding of their jive. They threw the colloquialisms at him and he got five out of six.

The class was impressed.

"According to Hughes, who has the better chance of staying alive," Weinctein asked, "You or I?"

You, they said, because you dig more than one kind of jive.

"The jive you have mastered is a beautiful one," Weinstein said. "But you have to dig the school jive, too, the jive that will occur in other situations."

"That's what school is for, to help you dig all jive and stay alive."

The enthusiasm of that class session lead the students into more of Hughes' poetry. Later they moved into other kinds of literature in more conventional language.

But the students were not the only ones to learn from that exciting class. Weinstein learned, too.

He learned the advantage of being familiar with the language of the children you are teaching and establishing a rapport with them.

For if a teacher doesn't "start where the child is," Weinstein says, he only reinforces the failure and frustration that has become the normal pattern for disadvantaged students.

Exposure to the best cultural works produces no magical result and even less effective is the "phony" literature that often characterizes school readers, especially in the lower grades.

Exposure must begin "where the child is" and proceed to other varieties of art forms.

The method applies to all kinds of students, Weinstein says. For the student who has read Shakespeare but has not read Langston Hughes, for example, is also "disadvantaged."

This article describes a simple piece of material used along with role playing (which I am also suggesting be developed as part of teacher technology) in a classroom situation in Syracuse. It represents, in two pages, as good a potential syllabus for teachers as you can get. It's a newspaper article. The school systems in the

Syracuse area have not written anything as good as this, even though they talk about getting out books. This would be very useful right now, as also could be a number of small pamphlets, in the use of role playing. Use them and try them out, evaluate them in this connection, rather than having conferences, research of a certain kind that goes on forever.

Some other examples:

I am suggesting auxiliary, short texts be used, materials like this. There's lots of this material around. It can be gathered quickly and tested in the field.

A third thing is the training of tutors. I think that is significant.

CHAIRMAN PATTERSON: There is already a big tutor program through the Northern Student Movement.

DR. RIESSMAN: Informally. The significant thing about the home tutoring program is that not only the child who is receiving the help is being helped but the adolescent-tutor is starting to get an image of himself as a teacher, getting a new hope of going into these areas. There are all kinds of orientations toward tutoring that have been developed. One part of the tutoring system can be concerned with teaching fundamentals. A second part can be teaching with school know-how which is, I think, abysmally lacking. The third, which has been least emphasized of all, is an emphasis on developing real interest in the youngster you are tutoring, going on a trip with him, going to a movie with him, getting from him some movement.

I have been working recently as a tutor with such a high school girl who came to New York from Trenton, New Jersey, and she is

in a New York high school. She has a 95 IQ. She failed half of her courses. Most of the teachers characterize her as stupid. They say she has poor linguistic know-how. She has poor language know-how in their terms, but really she is most verbal. Well, in this connection, here are a couple of illustrations of lack of know-how. She took her first test at mid-term and came home and said she did quite well in the biology. Then it turned out she had gotten a 40 on it.

I said, "How can you be wrong?"

She answered practically all the questions. Which ones didn't she answer? She didn't answer three essay questions which counted for 50 points. She thought the three essay questions counted the same as all the other questions. She also didn't know how to answer the essay questions. She thought if you answer an essay question, you have to know how to outline.

In working with this student, I fell back on something that I originally used to suggest, and that is the use of "hip" language. I have a "hipsionary." We started word games using "hip" language. We talked in metaphors, opposites, and synonyms. We translated this back into the school framework. The amusing thing, I have ten pages of "hip" language on one side of a page and the other side has the same meanings under usual or "square" terms. She knew the "hip" words fine but not the words on the other side. In "hip" terms she is very verbal and very clever and in a very short number of weeks she has shown fantastic improvement in school. She is not nonverbal.

One of the things that disadvantaged youngsters feel about the curriculum is that it's a terrible bore. It is very boring and dull.

The material is taught in a most boring fashion. There is no interest, there is no zip in the material, and these youngsters tell you this in many ways. They deprecate the teachers, whom they see as boring people. They are scared and dull,and they are empty people.

Unfortunately, very few good teacher technology training programs have been developed. I think we have the roots of how we develop teacher skills, how we provide them with some of this technology, and how we role train them to use it. Out of this will come our interesting curriculum which can bring disadvantaged youngsters into the mainstream quickly.

DR. LORETAN: I would like to pick up this business of Frank's. On the basis of a priority, if I could be God and decide what would happen, I would want to get the kind of teachers you were talking about, and I think that where I feel discouraged from time to time is that I do not see them coming out of our colleges. I hear hopeful sounds from men like Frank, but I do not find such teachers when I visit schools. Believe it or not, I do not. I find our teachers are bewildered. You give them a small group. They do not know how to teach a small group. The method they use is the method they were taught by teachers who are doing it the way they were taught. I think that the big priority here is to get the teachers to use the know-how of the behavioral scientists to learn how to do the role playing, to get away from their eternal helplessness except when they have a textbook in their hands.

I would think that the places where I have seen change occur are the places where they are using some kind of sensible team approach, where a fellow who has the magic of learning how to motivate the youngsters

is teaming up with a younger teacher who is learning from this person techniques like role playing, in terms of the learning that he is aiming for them to get.

In the Bridge Project, we challenged Queens College to revolutionize the Queens College curriculum for teacher training in terms of the urban needs of the youngsters, because the place where the teachers out of Queens College ended up was in the disadvantaged schools, so-called, in areas where they didn't understand the youngsters. They didn't understand their lives or their language,and they weren't hip. They were training for the suburbs and they were training for other parts of the country in a completely suburban situation, although where the teachers ended up was almost completely where there were vacancies and the vacancies were in places where the teaching conditions were tough. Therefore, they were bewildered, and after the first couple of years many of them dropped out of school.

There is a big revolution as far as secondary education is concerned, there has to be, in achievement of a new kind of person who knows how to work in terms of the things that Harry and Frank have been talking about, who are teachers of youngsters who want to move in the direction of learning, and who will be given by these teachers some tutorial help sometimes, some help with visual materials, some help with cartoons, some help with jokes, some help with thoughts in which there are aspects of work.

There are places all through the country where I see hopeful signs in this direction, but I think it is going to take us, at the present tempo, about another fifty years, and that brings me to Phase III: that

if the ASCD really wants an enormous challenge it will, with great adroitness, try to change the curriculum of the teacher training schools and of the colleges so that they can train teachers for youngsters in the whole country instead of working toward the 15 or 20 per cent of the youngsters who do very well in a highly verbal curriculum in the suburban area.

I had several priorities down. I do think, if the teacher does the job, he won't need so many things in terms of motivation as he thinks, because by managing and understanding the youngster and his drives, he will make intellectual aspiration and learning a great motivation, instead of having to bring in all kinds of extrinsic things like work programs. Work programs are needed for other things. I think being a teenager in a modern urban high school is expensive. Just the ordinary things that the kid has to use: the kind of jacket he gets, the kind of recreation that he ought to have. For that purpose I would say yes, let's have work programs, with small grants of money and so on, for self-respect. But, I think, the real challenge is that you can make learning awfully attractive if you know how to do it,and the teacher of tomorrow had better learn how to do it or our urban situation is going to deteriorate.

DR. RUSSELL: Are you convinced that type of preservice teacher education can be done?

DR. LORETAN: I think it can be done, and I don't think it's done in just four years of college. I think it begins,in the high school that Harry Passow was talking about. It ought to be beginning now with tutorial experiences. This has got to be a constant program, and the

teacher who gets the license, who thinks he now has the thing that is going to serve him forever, is at a great handicap. This only gives him the license to begin and the job in the schools has to be ongoing. If you have a five-year college course, the whole last year had better be spent right in the schools, with the colleges and schools working some kind of a union.

DR. LANDERS: I always think of myself as a teacher first, and I ask what is the relevance of what we are saying to the teacher in the classroom or to the assistant principal or to the chairman or to the principal? What does all this have to do with what he or she does when he or she sets foot in a classroom or sets out to administer a school?

Let me say something on what Fred said originally about vocational high schools: that the building structure in which education takes place is not terribly important; it is, rather, the nature of what takes place in it. If we were to abolish vocational high schools today and move the children over to general, all-purpose schools and keep the general course as we know it today, I don't think that we would really have accomplished very much. As a matter of fact, in New York City, if the pupils are now rejected by the vocational high schools, they go to the academic high schools and take the general course, and because people don't pay much attention they drop out very quietly some place between Grade 9 and Grade 11.

You can think about one kind of curriculum where you have a hundred teachers for a thousand pupils. The same kind of curriculum might be impossible where you have 45 teachers per thousand. As school

people, we have to deal in terms of what we have and what we are likely to get. We can't say, "Let's think of some ideal situation." It's all right to think about it, but in the meantime we have got to make do with what we have at this moment and use the resources as well as we can.

Coming back to the priorities in curriculum, we have to think in terms of curriculum for whom. When you get in a practical situation, you discover there are different kinds of pupils with different needs. You say each one is an individual, but in terms of the problem in the urban society you have to cut it out into big chunks. It doesn't mean that tracks or other kinds of organizational systems eliminate the need for individual attention. They simply make individual attention more possible. Unless you have some kind of structure that limits the problem, you can't deal with the individual.

As I identify the children who enter high schools, I see three or four fairly identifiable broad types. First, we have the children who are academic and who are going to go to college and probably will go to college anyway. Among the disadvantaged they represent a very small percentage, perhaps 10 or 15 per cent of the total at the most. For example, it is estimated that not more than one out of twenty pupils who enters elementary school winds up as being an academic high school graduate. At the junior high school level the children who so consider themselves or go in in that direction are not more than one in ten, possibly one in eight. Then we have children who we think will probably go to some kind of postgraduate education, who are a little bit behind in reading but who might do better with a good deal of help, who we think might end up in nursing school or technical school. Then there's

a whole mass of children,who by in large,are not too alienated, who are pretty well behaved, get along fairly well, but who are far behind in academic school, anywhere from two to three or four years when they enter high school, and these are the children who very often wind up in the general course. And, of course, we have those we generally think of when we talk about the disadvantaged, those who are alienated almost completely and who bother everybody and we are almost too eager to get rid of. These have very different needs and in terms of constructing curricula, we have to think in terms of these different needs.

My own feeling is that the children on the secondary school level more than anything else need a kind of instructional situation for at least part of the day that will enable them to learn, and I don't think they can learn in class groups of twenty or thirty and going from one teacher to another. What they need is the opportunity to relate in some kind of small group situation to one adult in whom they have confidence, whom they can trust, and from whom they feel they can learn. And what we have to develop on the secondary level is a kind of guidance specialist who will be able to act as a bridge for many youngsters between school and work or between school and higher institutions, but who will give support at all stages. The urban disadvantaged youngsters today don't have it. The middle class youngsters have it at home. Urban disadvantaged youth need somebody who will act the parent role in the school. Until we develop a structure which will permit that, we really won't be helping the youngsters too much. We are just giving them more academic material, which nobody has learned to handle very well.

CHAIRMAN PATTERSON: Certainly specialized training would be needed to supply the schools with such people.

DR. LANDERS: The next step would be to train people, but we can't start out on a retraining program until we know what we are retraining them for.

DR. LORETAN: If I may just barge in for a moment, in the demonstration guidance experiment that we had, which has been repeated in other ways in different parts of the country, youngsters were given special tutorial assistance. The guidance person who was the most successful was the one who helped the child succeed in some subject that he had found he had failed in the past; that person was getting him to succeed. He was improving the school status of the child, sitting knee to knee with him, explaining a subject that he had never understood before. When the light came on the child felt himself growing, and this teacher was his hero. The tutorial aspect is vital, but not all the teachers in this particular school knew what to do. They preferred the safety of a group of thirty-five to the loneliness of having to produce for one child.

DR. LANDERS: I don't like the word "tutorial." You are talking about something that is subject-matter centered, and the guidance relationship it is not necessarily subject-matter centered. It is human-centered and deals with children, rather than subject-matter.

DR. LORETAN: I think a child can be saved through the mastery of a subject just as well as through "pure" guidance.

DR. RUSSELL: It's about time we reached some of the guidance group. It is my humble opinion that some of them are taking the opposite

approach to what we are suggesting and suggesting that guidance people do not need to be school oriented at all.

DR. LORETAN: I will debate with them on any platform in the country.

DR. KVARACEUS: I would like to make five points, fast and brief.

I was very intrigued with Harry's comments on aims and objectives, and I can't help but think back to Will French and his associates, in terms of their array of behavioral objectives for secondary school youth. Perhaps we ought to take a look at behaviorally-stated objectives and consider them in a dialogue with the community, the parents and youth themselves, and see how many such objectives have any fit.

I don't find enough emphasis in the area of leisure time.

DR. PASSOW: I threw that in.

DR. KVARACEUS: I want it loudly.

I think a lot of objectives we are throwing at urban disadvantaged youth are limiting and exiting. They serve to exit the boy or girl from school. A lower class kid is going to stay a lower class kid. Maybe we ought to have a lower class curriculum for some youngsters.

CHAIRMAN PATTERSON: What do you mean by a lower class curriculum?

DR. KVARACEUS: We need to prepare youngsters to live in a satisfying, nonconforming way the satisfactory life of the blue collar worker or the service worker or the laborer.

CHAIRMAN PATTERSON: You mean not to teach them that the only way of life that is full of happiness and satisfaction is the middle class?

DR. KVARACEUS: Exactly. At the moment, what we do is push the kid out. He does a very intelligent thing. I was in a school system where they claimed to have less than 20 per cent dropouts. I couldn't help thinking, looking at that curriculum, there are a lot of kids who ought to drop out.

DR. GORDON: We need to talk about your differential curriculum.

DR. LORETAN: And you agree it would be different for each generation.

DR. KVARACEUS: If we can keep up with it, we can anticipate.

DR. PASSOW: One thing ASCD can develop is a program centered on Kvaraceus' curriculum.

DR. KVARACEUS: The core of this curriculum would be leisure time. Not leisure time for grasshoppers, but leisure time for leadership that you have in mind, that exists in terms of service.

I have another concern. We ought to give priority to the way of life that sets up a normative pattern. As I look at Dr. Sheppard, in St. Louis he says that he did not change the curriculum and he stays with the old curriculum. He has somehow fired the kids up. Somehow, he has gotten the idea into the Banneker group of schools: "Boy, is it smart to know the other language (on both sides of Frank's page) and is it smart to take a test and not tear it up and laugh or goof it, but come out of it with a good score!"

There are all kinds of sub-cultures. We ought to analyze them. I am not trying to make the teacher into a sociologist or anthropologist. But we need information about a community, we need to have this. You can smell it, as you go in. There is a certain way of life

in the Boston Latin School. I don't say it is preferable, but it is different from the way of life in the vocational school across the way. I think we ought to look at it, the academic high school and its academic course. I would like to look at the way of life in these schools. Not only the curriculum difference. I think we ought to explore them and work through them.

From some of the things that have been said, I am very much concerned about the richness of the community that we do not use. How do we knock down the four walls? Do we always have to work within the structure? I know what mass education is. I never worked in anything but a good-sized school system. How can we bring the general environment in, and how can we take youth out into the general environment, and why do we have to confine ourselves to the four walls?

I am also concerned with the teacher as a person, her own needs, her own authenticity. I think this is going to call for a different type of education with emphasis on affect, as well as on her academic training. She is a person, she loves, she hates, she expresses her needs, she needs various kinds of assistance and help, and I think there is another kind of enabling that we can give her through administration, through supervision, through counseling, and we will go so far as to say through therapy.

Phase III

ASCD AND THE EDUCATION OF URBAN DISADVANTAGED YOUTH

What can ASCD do to help needed curriculum improvements for urban disadvantaged youth occur?

CHAIRMAN PATTERSON: With that, let's shift to the third phase of our discussion. We ought to discuss it fully, but at least we can list what we think are some feasible, important things that a volunteer professional organization like the ASCD can do with regard to such priorities in curriculum as you have established or identified here.

ASCD wants good guidance in this area of concern. Here is an organization with thousands of members all over the country, many of them in urban centers and many of them in positions that are decision-making. What can such a voluntary association do with regard to improving secondary curriculum for urban disadvantaged youth?

DR. PASSOW: I have some blinders on this particular question, having been a fairly active member of ASCD over the years. What I am trying to say is that I just left the chairmanship of the Research Commission,and we have gone through this kind of problem over and over again, as to what functions an ASCD research commission realistically can do, and I have said over and over again that the commission can't do research. So I would differentiate, first of all, that this is a voluntary organization; that there are limits on the amount of time and energy and effort that any individual or group of individuals can spend with respect to working with that organization. As chairman of the research commission, for example, I figure that if I gave at least three weeks out of the year to the commission activities, that's a lot of time on a voluntary basis.

So my first point is to keep in mind the realistic limitations.

The second point is that ASCD has in its title "supervision and curriculum development." Therefore, I think it has to deal with those

two areas and not with the whole of education. In other words, I think that it ought to look at this particular problem in terms of what the supervisor, therefore, the inservice trainer and curriculum developer can do, rather than to deal with trying to revive teacher education. I want to put the emphasis on supervision and curriculum development.

Having said that, what are some of the things that I think ASCD can do if we keep these two things in mind? For one thing, it seems to me, it can serve as a clearinghouse for the tremendous amount of information that is coming out with regard to urban conditions and urban secondary education. It can, perhaps, annotate, abstract, pull together those aspects of what is happening that deal with curriculum development and superivsion. It might explore the role of the supervisor and the curriculum developer in the urban setting to see whether it is any different from the supervisor and the curriculum developer in the suburban setting or the rural area. I have a feeling, for example, that many of the things that the curriculum coordinator does in the suburban schools are totally inappropriate and totally useless in the urban setting,and they have no meaning in the urban setting. So one thing we might do is take a sharp look at what kind of supervisory help is actually needed in the urban setting under the conditions that we are talking about.

Another aspect needs to be worked on. This again represents my own biases. With all that is written about the disadvantaged child, I see a singular lack in terms of the curriculum aspect of the problem if you look, for example, at ASCD production on programs for the disadvantaged. It deals with the administrative structure, it deals with

the special services and special programs, etc., but the program of what we have been talking about today, of what we should teach these youngsters, and how it should be taught and under what conditions, etc., the content, the methodology, the use of resources, etc., has not been tackled by any organization, to the best of my knowledge. I understand that Ed Gordon is tackling it for the college entrance examination.

DR. GORDON: Yes.

DR. PASSOW: You are the first one I know of who is attempting to tackle the curriculum program as it relates to urban disadvantaged youth on a survey basis. For ASCD, such an approach could mean a pamphlet, a publication, something of that sort, that a commission might do.

Another thing that the ASCD might do is to get off the high level of platitude that I find at ASCD conventions. We feel we have got to say the big word at the big sessions. I would like to see us deal with some bread and butter stuff and take a particular theme and have everybody deal with it in all of the various sessions, come to grips with some aspect of that particular thing and get some meaning out of it. Instead of having the big global thing of education and technology in the twenty-third century approach, we should come down to the problem that might be dealt with right now. For example, a big immediate practical problem is integration and racial imbalance. I think the superintendents left themselves wide open by not even dealing with it.

ASCD had a seminar last year in which eighty people paid a fee of ten dollars for the privilege of spending three days in session. I don't know how many will be there this year. If we can't have conventions of the kind I describe, then let's deal with the three-day institute or

three-day seminar or something of that sort.

DR. PASSOW: There are other things we might say about publications. I do think that the publications are useful.

One group I worked with was an ASCD-sponsored study committee on education for the disadvantaged. There were a number of suggestions made for ASCD to do, including a commission on the education of the disadvantaged, publications including case studies, special issues of educational leadership, etc. One suggestion about which I had some reservation, was for a "consultant task force" so people could draw on consultants. This was a total flop in at least two ventures. Maybe we did it wrong. The group also came up with a notion of a "curriculum bank."

DR. KVARACEUS: Since supervisors and curriculum specialists have a close relationship with teachers,and since this is a group that may influence teachers, I think the question of the nature and quality of the relationship between supervisors and other staff members in these severely depressed situations would be a proper ASCD concern. I see kind of a pressure cooker operating on urban teachers. Everybody is talking about the terrible schools, and the other day in our city there was a kind of a feeble flicker of these teachers saying, "Look, we are working hard as the dickens." I wonder to what extent the supervision goes out of the building and the teachers are left high, low, in the doldrums.

CHAIRMAN PATTERSON: Are you saying that, in connection with teacher morale and competence in urban disadvantaged areas, one of the things that ASCD might try, by what means you haven't specified, would be to help supervisors, who are teachers of teachers?

DR. KVARACEUS: These people we are working with aren't just teachers. They are human beings as well as teachers. They need other kinds of help. They need some counseling and therapeutic help. Do you have a sanitary school or do you contaminate the school when you go in there, in terms of the demands, the pressures that are made on staff within the authority, power structure of the school? I think we might take a look and try to analyze the social structure of the school with relation to what extent there is griping, clique group development, etc.

CHAIRMAN PATTERSON: Let me ask you again, Bill, are you saying ASCD should attempt to help supervisors and curriculum personnel to grow in their competence to help urban teachers in these ways? If so, how?

DR. KVARACEUS: Maybe ASCD can focus concern on these problems through publications, through conferences. I don't see how we can actually do it in the sense that ASCD can do research, but this is the theme, this is a focus, and maybe this has some feedback to those places where these supervisors are trained, if these can be located, or do people just grow into supervisors?

DR. RUSSELL: Is it your understanding that the supervisors of secondary teachers, however they may be, are in touch with ASCD, again speaking nationwide?

DR. PASSOW: As I look at the breakdown of the ASCD membership, I have to assume they are, as I look at the hundreds of thousands of supervisors.

DR. RUSSELL: Of <u>secondary</u>.

DR. PASSOW: I would have to assume so.

CHAIRMAN PATTERSON: I think what Karlene is pointing up is that many supervisors in the secondary schools tend to be affiliated with subject-matter organizations.

DR. PASSOW: This is true of teachers more than it is of supervisors.

I guess I get a little tired, in a sense, of hearing people beat up on teachers, and I have said this at the Washington meeting, too, that we say that the teachers don't care and they have wrong attitudes and wrong values, etc. I think supervisors have a responsibility, if they are going to be critical of teachers' values, attitudes, know-how and competence, etc., for posing alternatives and alternative behavior or providing them with help. I think we have no right at this point to keep harping on the incompetence of teachers, when we are really strapped, it seems to me, for giving them the techniques and the know-how for doing a better kind of a job. And the consequence, it seems to me, is simply to have the teacher strike back at the home or the kid because she has got to have an outlet, too. So the supervisors and the principals and the superintendents are hitting at the teachers and the teachers hit at the kids or parents, etc. Supervisors have a positive role constructively critical. They have to help, and not simply damning and putting the blame on teachers.

DR. LANDERS: I am thinking a principal or superintendent. It wouldn't help the situation very much if given the existing structure the teachers became a little more competent. Let's suppose a typcial course in New York City, and it has its counterpart in every city in the country. Let's suppose the English teacher became a little more

competent in dealing with the English curriculum, the social studies teacher became a little more competent in dealing with the social studies curriculum as it is. I don't think that the children would be helped materially. I think what we have to do is address ourselves to the basic structure of the curriculum as we know it. Begin by saying here we have a group of youngsters who are setting foot in a high school. We hope they will achieve certain goals. What is the kind of structure that will help them achieve those goals? What are the administrative relationships that have to take place? What kind of teacher-guidance combination do we need? What kind of materials do we need? I, myself, think that what we really need for most children is some kind of combination, work and school experience, in which the one is almost indistinguishable from the other. When I say work, I don't mean work as a paid enterprise. Rather, I mean it as something which the pupils look upon as socially useful to society, a combination experience in which a pupil who was going to go to work could have that work become bigger and bigger so eventually the school part is out and he is out in the work world with the school keeping an eye on him. What we need are specialists to develop alternative curricula to take the place of the rigid boxes that we now have.

CHAIRMAN PATTERSON: ASCD is our point of focus. I think of Phi Delta Kappa. You are familiar with the PDK Commission on the study of Alienated Youth and their study, which reflects the kind of work-study models you have spoken of. Under Phi Delta Kappa, a major job was done to secure case examples of such programs. Is this the sort of role the ASCD ought to perform?

DR. LANDERS: The Phi Delta Kappa publication (Work-Study Programs for Alienated Youth) dealt with work study programs. I am thinking in terms of a general curriculum which will apply to all children. I think we have to get away from special programs.

DR: PASSOW: Pat is asking whether ASCD should do the counterpart of that publication? Is this the kind of job for a case study approach, not in terms of the content of the publication?

DR. LANDERS: I would say yes. I think the starting point has to be that the present structure and organization of secondary education for the disadvantaged is not serving the purpose of education for these children,and we have to make a fresh start. As I see it, as an administrator, I would want some experts in the field who would devote a lot of time to it, and who might come up with something fresh that can be tried out.

DR. GRAMBS: In terms of ASCD, in terms of a voluntary organization that does not include all the kinds of people we would like to have, but does include many, it seems we could possibly put together some of the case-stories of already-working programs, some of the blue-sky thinking that has practical potential, that could be done within the limits of our current school set-up; that this kind of document could be produced. I would like to see us re-examine the convention, too. Isn't the convention a superb opportunity for in-service education with a focus on urban schools and urban conditions? We have outgrown the present structure of ASCD conventions. It is no longer serving really much purpose. Now is the time to bring in experts to focus on an in-service job.

DR. KVARACEUS: You mean to invite certain people in the field

to bring down their case materials written up, have them discussed, have them revised, and leave them for ASCD office to do something with, either through their regualr publications or through special publications. I'm with you a hundred per cent in trying to revamp the meetings in this way.

DR. GRAMBS: And have the annual meetings really work study periods in which you sit down with people and work hard on a specific, real project.

DR. ISENBERG: This has to do with what ASCD could do. I want to suggest something they could do, but I don't know how.

It seems to me, and this relates to our whole topic, that ASCD really has put its finger on the way out here. This is through individualized instruction. I doubt seriously that the book on individualized instruction (Individualizing Instruction, 1964 Yearbook, ASCD, Washington, D.C.) is going to result in individualized instruction. And yet if we are going to do anything for the youth we are talking about, we have to find some way to do it. We talk about disadvantaged youth. This is not a group. These young people are as different from each other, as different as any bunch of kids we can get--some have low reading ability, some low language knowledge--and there isn't any single kind of program, curricular program, that will do the job. And the way out here, somehow, is for ASCD to try to do something more in the individualized instruction area that will actually result in accommodating the individual differences of youngsters.

What we need to do is to make teachers tutors, rather than group instruction people; we have got to permit a dozen or fifteen or so youngsters to do different things. Contrary to one of our NEA projects

on what to teach, I am not sure that we know what to teach, or that we can determine this. I am not sure it makes a lot of difference.

ASCD might, through conferences, through institutes, through demonstrations, through case materials, promote just what they put their finger on: how supervisors and curriculum developers and teachers can actually get around to individualizing instruction, however, it can be done.

DR. LORETAN: Here is another thought, a tough one. Yet I think it needs to be done, and maybe ASCD could do it. We have been looking at textbooks in New York City. It is not news to anybody that textbooks are very bland. They are careful - for the most part - to present no negative stereotypes. This was something that happened ten years ago or so, under pressure. Now they haven't got the stereotypes that are very obnoxious, but they have got an enormously bland treatment. If you take college and high school textbooks in an area like social studies, for example, the question that I would like to pose for teachers, is: what is left out of the textbooks about the minorities that everybody ought to know? I don't know whether ASCD is the outfit to do this or not. What is left out of the textbooks about the Declaration of Independence, and what is left out of the textbooks about the Constitution, and what is left out about the facts of life about the state constitutions, and what is left out of the textbooks?

Somebody asked me the question yesterday, a textbook publisher whom we were giving a hard time to--somebody said, "Well now, what is your worry, or what is your concern?" I said, "If I get a 250-page or 350-page social studies textbook on American civilization and I find

in the total book 150 pictures of activities and so on and not one of them, not a single one of them recognizes the fact that there are people who look different from the stereotyped Angle-Saxon picture, I think that we are not teaching history right. And then if you read through the whole thing and you find that every controversial issue is soft-pedaled and everything looks bland and sweet and superficial, we would almost think we had no problems."

Wouldn't it be a statesmanlike position, on the part of the ASCD, both for its convention possibly, for some of the conference themes and some of the literature, to focus on what is left out of the textbooks about minorities that every teacher should know? It would be an awfully tough assignment and it would take a scholarly person to write it, but we are in the process in New York City of writing a Negro history bulletin because it is going to take ten years for textbook people to come around. The State Commissioner is intending to call a conference of most of the big cities and the textbook people, and say to them, "Unless you write better books, we are going to start writing them ourselves." And we in New York City have a little project to write some of this stuff, in connection with people who are important and count, who are living right now in New York City. Is this something that should be done? I know it should be done, but is ASCD the group that should be doing it?

DR. GRAMBS: Just a follow-up on this. I think ASCD can be a lever because members of ASCD are purchasers of books, they make decisions about what materials are bought in many, many instances, and the publishers do not believe us. I, as a writer, say you could sell

the book. They only believe the salesman, who says you can't sell it. And if the organized profession, these fairly powerful spokesmen, gathered the publishers and said, "This is what we want in them," I think we could make this kind of point, which individual writers and individuals cannot, in terms of the textbook publishers' purchase system, and we have not done this ever that I know of.

DR. LORETAN: It would be an historic decision for ASCD to make.

DR. GRAMBS: It could be done.

DR. GORDON: My comment is probably in line with this and not too practical. It does occur to me that one of the things that any organization concerned with its own stature and improving education and our general society today could do is to begin to identify itself with a functional commitment to some of the major issues of our time. I think all of us associated with education know that we have been notoriously by-standers and watchers, and if the organization could begin to make policy statements, issue some textbooks, anything that says to the educational and the general social community that this is where we stand on these issues and that these issues need to be introduced in the education and experience of kids, I think it would be a meaningful contribution.

CHAIRMAN PATTERSON: Fred, you have the last word again.

DR. MCLAUGHLIN: Coming back to an approach that was used here, that is, what could be done in conventions to educate our own members, it seems to me the things you were saying about the need to abstract, to review, to present things that are being done is one of the most

profitable approaches; and as I was listening to you and to Ed earlier as you went around on content of this curriculum, I found myself in complete agreement. In terms of the practical approach we have been using, the more I think about it these aren't the kind of things that are being taught to the disadvantaged youth, the value judgments, and they can't be taught under the present structure, whether it is a separate vocational system or general curriculum in comprehensive high schools.

What we have got to get into our own thinking is that the curriculum applies as much to the students who have to somehow be upgraded to give them a middle-class income and middle-class homes and break up the segregated life pattern in America. ASCD does have a responsibility to break out of this kind of pattern.

CHAIRMAN PATTERSON: It is after five. I am not going to summarize what you have said because that would be gratuitous. I want to thank each one of you for having taken an afternoon of your lives to be with us on this and for having conducted a structured discussion of a most important educational concern.